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ABSTRACT

This document presents a summary of a colloquium that focused on the threat the HIV/AIDS epidemic poses to education systems and to girls' access to and completion of education. The colloquium examined how girls' education might be used to mitigate this impact. The meeting involved nearly 200 people from academic institutions, nongovernmental organizations, multilateral development agencies, and the private and religious sectors who examined the latest evidence on the consequences and impact of the epidemic and formulated an action agenda. On the first day, participants reviewed evidence from recent studies and discussed such themes as changing what girls and boys are taught and how they think about each other, mobilizing political will to formulate innovative responses to the problem, and encouraging development agencies to take the multisectoral approach. On the second day, participants discussed categories of actions that could be encouraged to help countries deal with HIV/AIDS, including actions at the local level (e.g., supporting schools, families, and communities); actions at the country level (e.g., strengthening governments' ability to generate dialogue with their populations); and actions that funding and implementing organizations could take (e.g., flexibility in how funding agencies conduct policy dialogue). A list of participants and contact information is included. (Contains 18 references.) (SM)

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Proceedings

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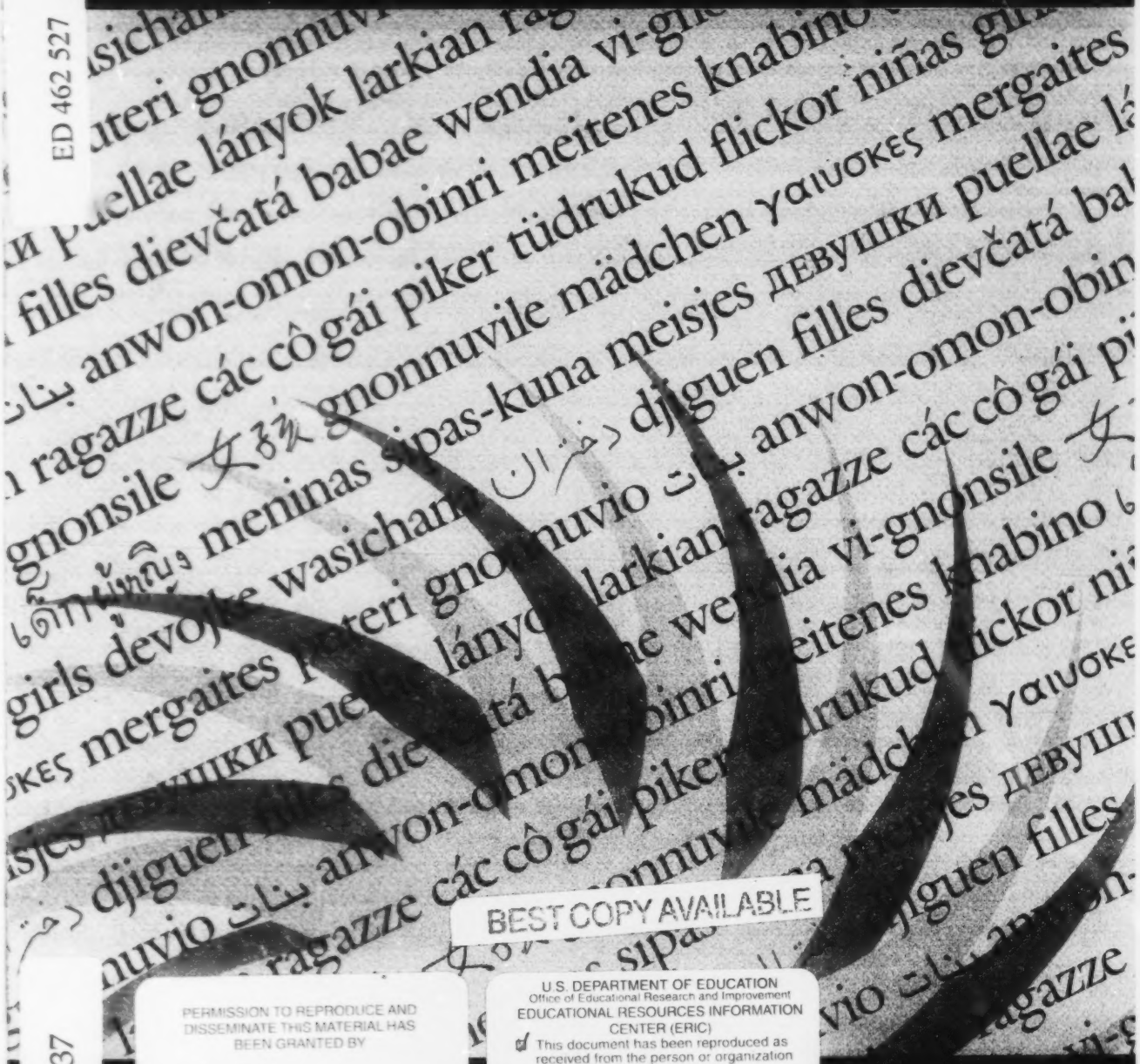
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Colloquium on HIV/AIDS and Girls' Education

25–26 October 2000

U.S. Agency for International Development
Bureau for Global Programs, Field Support, and Research
Office of Women in Development
1300 Pennsylvania Avenue, NW
Washington D.C. 20523-3801

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We must make sure that girls have the skills, the services, and the self-confidence to protect themselves.

UN Secretary General Kofi Annan

Young people are motivated and eager to contribute in the fight against HIV/AIDS, and schools are well placed to provide them with information, develop their life skills, and facilitate their involvement in their own communities to prevent infection and provide care for children and families affected by HIV/AIDS.

UNICEF Excecutive Director, Carol Bellamy

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Key issues

- HIV/AIDS threatens to undermine the substantial progress made in increasing girls' access to and completion of basic education
- In addition to its many other benefits, girls' education is a critical mitigating force, because through education girls gain strong identities, develop knowledge and life skills, acquire the means to support themselves, and as women take better care of their own families
- By helping girls overcome the effects of HIV/AIDS and supporting them to gain access to and achieve higher levels of education, families and communities support their own well-being as well as national development

Key action agenda items

Three general categories of actions can help countries deal with HIV/AIDS: actions at the local and country levels and actions for funding and implementing organizations.

- Recommended actions at ***the local level*** include supporting schools, families, and communities to be better informed and more engaged in addressing HIV/AIDS and its effects
- Recommended actions at ***the national level*** include strengthening governments' ability to generate dialogue with their populations, initiate actions at local and regional levels, and plan and coordinate national efforts
- Recommended actions for ***funding and technical implementation organizations*** include increasing flexibility in the way funding agencies conduct policy dialogue and manage and fund their programming

Proceedings of USAID's Colloquium on HIV/AIDS and Girls' Education

Introduction

The ability of governments to improve educational access and quality as school age populations—and social expectations—grow has been questioned, not only by numerous studies but by governments themselves. Perhaps in recognition of these limitations, governments are increasingly seeking to form partnerships with organizations from nontraditional sectors such as civil society, business, media, and religion to help them achieve their mandate to educate all children. The U.S. Agency for International Development (USAID) created this "multisectoral approach," and has enthusiastically embraced it in many of its programs, especially in basic and girls' education.[1] In girls' education, USAID's approach focuses on building cross-sectoral partnerships to generate local resources and deliver social and technical programs that support increased enrollment, retention, and completion. The belief behind the multisectoral approach is that sustainable improvements most likely come from programs that are locally developed and financed. USAID believes that such programs have a greater potential than others to be sustained when they are culturally appropriate and thus able to generate broad local ownership.

USAID is successfully applying the multisectoral approach to girls' education in five countries around the world, with plans underway to expand to three more in 2001. Results since the project's inception have been both dramatic and exciting. Now, however, as these and countless other efforts to increase the amount and quality of basic education are bearing fruit and the goal of the 1990 Jomtien conference to achieve basic education for all is within sight, the worldwide HIV/AIDS pandemic is threatening to stall, or even reverse, these gains. Governments, education ministries, and schools are already beginning to suffer catastrophic losses of cadres of professionals as well as of the parents and farmers charged with preparing and sustaining the next generation to lead nations forward. Without an immediate and coordinated response, the situation promises only to become worse.

While some may advocate shifting into a "crisis-response mode," dramatically shifting the direction and focus of programming, others reaffirmed the need not to be alarmist but to continue with what works well. What is needed, they suggested, is to intensify and extend efforts to address issues multisectorally, especially those that have not been addressed through conventional funding streams and traditional sector service delivery. In addition, from this point forward, all of our activities must reflect a consciousness of both the need to achieve basic education for all girls and boys and to mitigate the impact of HIV/AIDS. Some examples and suggestions for how this may

[1]Another understanding of the multisectoral approach—also called the intersectoral approach—refers to interagency and interdonor coordination to tackle a specific development problem. This idea is described by Ishrat Husain's in her presentation, beginning on p.9.

be done are explained in this publication, and a selected bibliography at the end points readers to other promising approaches.

This colloquium focused on the threat the HIV/AIDS epidemic poses to education systems and to how girls' education might be used to mitigate this impact. The consensus of participants was that in addition to its many other private and public benefits, girls' education is a critical mitigating force. To obtain an education, a girl attends school; there she will gain a strong identity, develop knowledge and life skills, acquire the means to support herself economically, and thus develop the capacity to advance—and defend—herself intellectually, emotionally, and physically. There are surely other interventions that can mitigate the effects of this crisis, but few appear to combine so many obvious advantages as approaching the problem through basic and girls' education efforts, an approach that involves all citizens of a nation in the endeavor to ensure their social and economic survival and wellbeing.

Background and purpose

The world's attention is increasingly focused on the devastating effects of HIV/AIDS, particularly in Africa. However, the discussion has rarely featured an assessment of the effects of HIV/AIDS on girls and girls' education, nor the potential of girls' education to mitigate HIV/AIDS. Research over the past decade consistently shows that girls' education, particularly at the primary and lower secondary levels, is one of the most productive investments that a society can make in terms of its social and economic development. Unfortunately, the significant gains that have been made in girls' school enrollments over the past decade are being eroded by the multiple effects of HIV/AIDS on families, communities, and education systems.

On October 25–26, 2000, the Office of Women in Development in the U.S. Agency for International Development (USAID) sponsored the "Colloquium on Girls' Education: A Key Intervention Against HIV/AIDS and Its Effects?" in Washington, D.C. The meeting was organized for nearly two hundred participants from academic institutions, NGOs, multilateral development agencies, and the private and religious sectors to examine the latest evidence on the consequences and impact of the epidemic, share experience and ideas, and begin formulating a pragmatic "action agenda" to combat the effects of the epidemic while promoting increased access to quality education for girls.

Day 1: Reviewing the evidence: Voices from the field

Edith Ssempala

Edith Ssempala, the ambassador from Uganda to the United States, began the first day's discussion with an affecting account of her country's traumatic experience with HIV/AIDS. Ssempala said that Uganda by necessity was a pioneer in the fight against AIDS, having recognized it as long ago as the 1980s as a "national security threat." According to the ambassador, Uganda's most effective—as well as most available—weapon was education. As a result of massive formal and nonformal education campaigns, "everyone in Uganda knows how HIV is transmitted and how infection may be avoided," she said.

The ambassador also pointed out that Uganda has made strides toward destigmatizing the disease and that "people are coming to see it not as a moral issue, but rather as a health issue." Girls' education is completely integrated into Uganda's plan of attack, Ssempala remarked, "not only as a matter of human rights, but because it makes economic sense" in a country whose population is more than 50 percent female. Girls' primary school enrollments took a giant leap forward in 1996 with the advent of President Museveni's policy of free "universal primary enrollment." Under this policy, each family may send up to four children to school, but two must be girls. There are many advantages of enrolling girls, noted Ssempala. First, it lessens the danger of the "tendency of older men to take advantage" of them. Education also increases girls' self-esteem and confidence, not only to say no to the pressure to engage in risky behaviors, but to "give [them] confidence and hope for their future." Finally, education "empowers girls and women to take better care of their families." Uganda is a lesson to the rest of the world, Ssempala concluded, in that a focus on girls does not disadvantage anyone—"what we are really saying is to focus on all children."

Ishrat Husain

Ishrat Husain, senior technical advisor on HIV/AIDS in USAID's Africa Bureau, provided an overview of USAID's "multisectoral" approach to the problem. Husain said that USAID was relatively early among development agencies to recognize the threat, having published the seminal *Children on the Brink* in

Estimated needs and available funding for HIV/AIDS prevention and care in sub-Saharan Africa, FY2000 ($US billions)

Funding needed	Funding available or committed			
	USAID FY2000*	Other USG** funding	Non-USG funding***	Gap
Prevention 1.2-2.0	.099	.034	.425	.7-1.6
Care 1.8-2.9	.035	–	.075	1.7-2.8
Totals 3.0-4.9	.134	.034	.500****	2.5-4.4

* USAID worldwide HIV spending is $200 million in FY2000.
** Centers for Disease Control
*** Includes all donors, lending agencies, and host-country public sector, but does not include foundations or personal out-of-pocket expenditures.
**** Of this total, approximately $415 million is funded through developed-country grants and loans, and $85 million by host-country governments, primarily for in-patient care costs.

1997, and since having developed "assessment toolkits" for all sectors and holding consultative meetings on HIV/AIDS as a "development crisis." USAID also has developed a framework for the multisectoral approach and groups have formed to incorporate responses to the crisis within their workplans. The education sector has made the most progress, Husain said, especially in southern Africa and in countries such as Zambia, Benin, Malawi, and Ethiopia where activities to support girls' and other vulnerable children have been emphasized in education activities. USAID's multisectoral model mobilizes community support for caring for and supporting vulnerable children while training staff in education and finance ministries. Husain strongly urged participants to help "scale up these small efforts," noting that the shortage in commitments of resources, while large, could be easily overcome if the political to do so were developed. Husain suggested that participants develop arguments that articulate the long-term development benefits of making the mitigation of HIV/AIDS through education a development priority.

Coming to grips with the crisis: Findings from recent studies

Kjell Enge

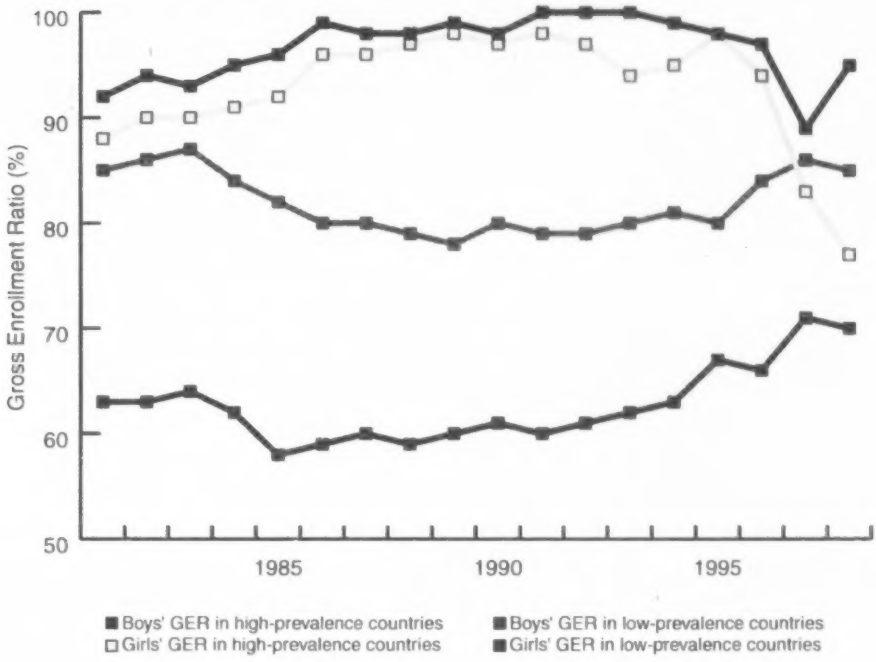
Dr. Kjell Enge, professor of applied anthropology at Dickinson College, presented preliminary results of a study that demonstrates how the epidemic may affect indicators related to girls' education. The data—taken from a larger study of the effects of crisis in ninety countries that have received development assistance since 1970—show the effects of crises on girls' education, including economic crises, natural disasters, epidemic diseases, and internal conflicts. The education indicators include those that are most widely available from country to country (though the quality of data is variable) including gross enrollment rates, completion rates through grade 5, gross intake ratios, transition to secondary school, and pupil-teacher ratios. The researchers divided the thirty-eight sub-Saharan African countries considered in this report into two groups, those with high and those with low prevalence of HIV/AIDS infection ("high" was designated as 11 percent or higher, as half had rates above and half below this number). The prevalence rates were then compared to the education indicators to determine whether there were significant relationships. Some of the results were as follows:

- GERs[2] for females appear to decrease as HIV/AIDS infection rates rise
- No correlation could be found for completion rates
- Pupil-teacher ratios, surprisingly, appear to improve as infection rates rise, that is, class sizes become smaller
- Transition rates did not correlate significantly

[2] The Gross enrollment ratio, or GER, is the total number of students enrolling in school, regardless of age, expressed as a percentage of the official school age populatgion. The net enrollement ration, or NER, is the percentage of the official school age population that attends school. Thus, the NER differs from the GER in that it excludes over age and under age students.

- For "apparent gross intake" (the number of children of any age that enter grade 1), there was a strong downward trend in the demand for education for both girls and boys—but more so for girls—as infection rates rose

HIV/AIDS prevalence and GER in sub-Saharan Africa



The researchers then examined the change in the mean of these indicators during the 1990s in high- versus low-prevalence countries to see whether any of these differences were significant. They concluded, among other things, that:

- The mean change in the GER in low-incidence countries was significantly different for both girls and boys (but somewhat larger for girls); the same was true for net enrollment rates
- The mean change in apparent girls' intake ratios was also significant; this was not so for boys

Finally, the researchers looked at the percentage of countries with an overall decline in education indicators to see if the decline correlated with infection rates. Indeed, over half of the high-prevalence countries had decreases in these indicators, but relatively few of the low-incidence countries had similar decreases.

Enge concluded by suggesting that the study shows that the HIV/AIDS pandemic is "beginning to have an overall effect on education indicators." Extrapolating from the currently available data, Enge said the study provides some indication of the growing magnitude of the problem. If the study's projections are borne out, the numbers of children that will be affected could be massive.

May Rihani

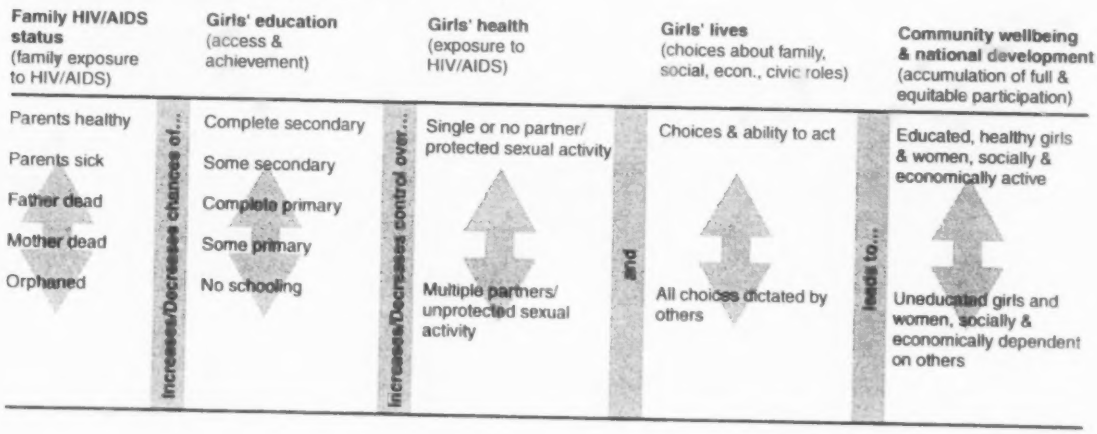
May Rihani, director of USAID's SAGE (Strategies for Advancing Girls' Education) project, summarized the results of research she and her colleagues at the Academy for Educational Development conducted on ways to address the HIV/AIDS crisis through girls' education. Rihani said that the effects of HIV/AIDS on girls' families shape their ability to gain access to educational opportunities. For example, when parents become sick or die, girls are much less likely to attend or complete school as they take over the duties of running the household and raising their younger siblings. Conversely, girls who gain access to quality educational systems are more likely to gain control of their own health and life prospects. As girls achieve higher levels of education and maintain their health, they increase their control over their life choices and can obtain the benefits of their education, including increased stature, income, and improved health for their families and children.

In helping girls overcome the effects of HIV/AIDS and supporting them to gain access to and achieve higher levels of education, families and communities are also supporting their own wellbeing as well as national development. As the effects of HIV/AIDS continue to grow in many countries, the mobilization needed to support girls' education becomes even more urgent, not only for reasons of equity, but for reasons of national survival.

Rihani summarized examples of interventions that could take place within schools and communities and discussed how these interventions would interact in a "girls' education and development index."

- Examples of *school-based interventions* that can mitigate the advance of HIV/AIDS include providing accurate information about HIV/AIDS; emphasizing behavior that reduces risk; increasing girls' and boys' analytic skills; providing access to practical information for making better life decisions; fostering a culture that values girls, their education, and the benefits of education that accrue to families, communities, and nations; and helping build a skilled labor force to fill the gaps created by HIV/AIDS. Other school-based interventions that can mitigate the

Girls' education and development index


Family HIV/AIDS status (family exposure to HIV/AIDS)
Girls' education (access & achievement)
Girls' health (exposure to HIV/AIDS)
Girls' lives (choices about family, social, econ., civic roles)
Community wellbeing & national development (accumulation of full & equitable participation)
Parents healthy
Parents sick
Father dead
Mother dead
Orphaned
Increases/Decreases chances of...
Complete secondary
Some secondary
Complete primary
Some primary
No schooling
Increases/Decreases control over...
Single or no partner/ protected sexual activity
Multiple partners/ unprotected sexual activity
and
Choices & ability to act
All choices dictated by others
leads to...
Educated, healthy girls & women, socially & economically active
Uneducated girls and women, socially & economically dependent on others

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effects of HIV/AIDS include helping students cope with illness, providing knowledge and leadership to reduce the stigma of HIV/AIDS and to care for those who are infected, and emphasizing the importance of learning as a strategy to maintain the quality of family and community life.

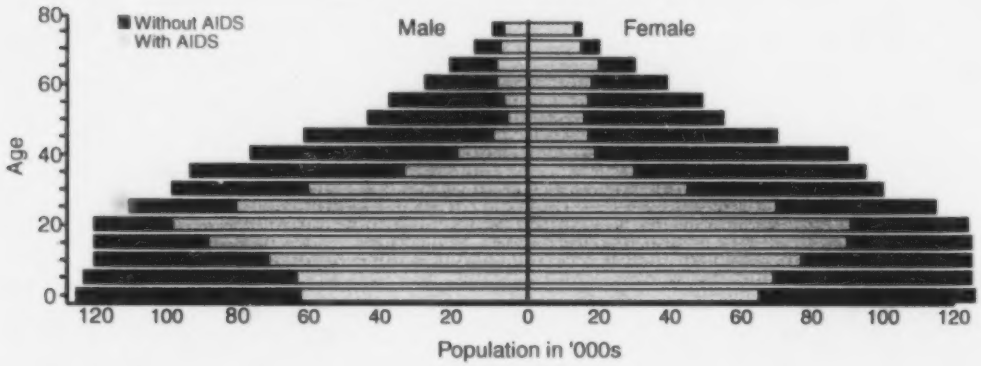
- Examples of ***community-based interventions*** include developing and disseminating appropriate messages with CBOs and community leaders about HIV/AIDS to strengthen the linkages with school, and training elected and traditional leaders to strengthen the political will to increase resources for girls' education. Other community-based interventions include transforming the school into a community center where the school-community committee can meet to discuss, identify, and deliver immediate solutions for emergent needs as a result of increased infections and mobilizing different sectors and stakeholders to continuously raise the public dialogue at the national and community levels about HIV/AIDS and girls' education.

Alan Whiteside

Professor Alan Whiteside, Director of the Health Economics and HIV/AIDS Research Division of the University of Natal, Durban, South Africa, presented results of his research estimating the short- and long-term effects of HIV/AIDS in southern Africa. Explaining his own reasons for attending the colloquium, Whiteside said, "I am scared by this unimaginably large, long-term crisis, ...and privileged to have the education, the ability to travel, and an environment and resources that allow me to think about things. With this privilege, however, comes the responsibility to come up with ways to mitigate the effects and prevent the spread of the crisis." Whiteside cautioned participants that the epidemic is difficult to predict, but that only in Uganda have rates of new infections begun to decline. "The reality is that we need to reach young people more than people over age 20," as young people have lower rates of infection, and are more open to making the necessary behavioral modifications. This presents us with a window of opportunity of about eight years to "save" young people from the epidemic, Whiteside said.

Turning to the impacts caused by HIV/AIDS, Whiteside predicted that in South Africa, the effects would be severe and include increased stress on the health system, large numbers of orphaned children, lack of space in cemeteries, school systems that cannot supply enough trained teachers, increased death rates, and increased crime. The extent of these changes, while unknown, is likely to be large, he said. "In short, the human resources to deal with all these problems will be stretched thin." Whiteside predicted that the effects on households would be the most immediate as well as severe as incomes fall and demand for support services—for childcare, medical care, etc.—increases. He predicted that the macroeconomic impact, however, would manifest more slowly and be less severe. For the private sector the demand for benefits will increase, payroll costs will rise, but overall benefit levels will probably decrease. In addition, there will be the costs of increased absenteeism, decreased worker productivity, and possible market contractions as the numbers of wage earners begin to decline.

Projected population structure for Botswana in 2020, with and without AIDS



Whiteside ended his presentation by recommending that participants take the long-term view, and place very strong emphasis on girls' education as a key intervention. Not only should girls be enrolled in school in greater numbers, but curricula should incorporate human rights, the rule of law, and finance with emphasis on how these subjects affect girls and women. Schools should be made safe for girls as well, Whiteside advised—they should not be seen as "risk settings" where girls can be sexually harassed by their peers or teachers. Finally, Whiteside recommended working toward a "social transformation," that is, "to work on increasing the value of girls held by society."

Discussion themes and highlights

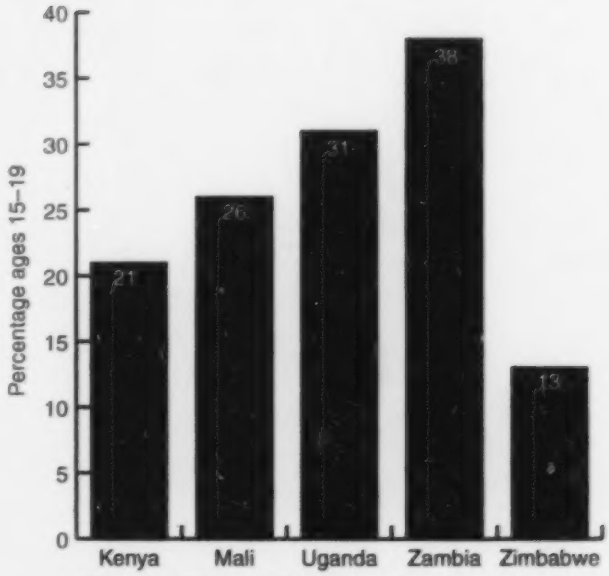
Change what girls and boys are taught and how they think about each other

A common refrain in the discussions was that what girls are taught—at school and at home—should change to give them effective control over their lives and household resources. Participants recommended that the subjects taught to children, both girls and boys, "must be relevant to the most important issues of their lives" and equip them to address health, social, and economic issues with accurate, practical information. Often missing in curricula and educational materials is the value of the girl as a respected individual who should not be harassed, imposed upon, or mistreated. Educational materials have to be relevant and respectful of the basic rights of each girl and boy.

A corollary observation was that boys' and men's attitudes and behavior toward girls must also change. Why is it, then, some participants wondered, that teachers, the most critical element of education systems, are perceived as threats to girls? Several hypotheses were proposed. For example, most rural teachers are male, young, relatively well-educated, and economically better off than the majority of the villagers, and represent a figure of authority in the village that girls look up to or are intimidated

by. Another hypothesis was that rural male teachers are generally quite mobile (due to their higher incomes), and generally are the most "disconnected" from the communities they serve (originating as most do from other areas), and may not feel a strong obligation to abide by community norms. Finally, married teachers are often posted far from their spouses, and so may be tempted to enter into sexual relationships with local women.

Unmarried adolescent females who exchanged sex for money or gifts in 1999–2000



Note: Zimbabwe: within past four weeks; Uganda: last sexual encounter; Others: within past twelve months.
Source: DHS/Macro International

Mobilize political will to formulate innovative responses to the problem

A second theme that emerged was that political will must be mobilized to overcome resistance to addressing the HIV/AIDS problem. However, this may prove difficult. In one participant's words, "the scale [of the epidemic] is too frightening, especially in the short-term view of 'politicians' as opposed to 'statesmen.'" In Uganda, for example, the crisis was ignored until a third country informed the president that one-third of his military staff—so vital to protecting his nascent democracy—were infected with HIV. It was only then that Museveni took decisive steps to address the crisis.

Encourage development agencies to take the "multisectoral" approach

An institutional obstacle to planning girls' education activities as part of a strategy to mitigate the effects of the HIV/AIDS crisis is that "funding streams are vertical," that is, each sector advocates for and receives funding (and is accountable for results) for discrete activities. It will be challenging to allocate funds across sectors, to work together, and "to open these streams." Noting that funding for girls' education activities in sub-Saharan Africa represents only 2 percent of development assistance to the continent, increasing this commitment will require "an extraordinary amount of advocacy," said one participant. However, even this low figure is in jeopardy as increasing amounts of funds are diverted to the health sector to combat HIV/AIDS. Thus, proposed one participant, the multisectoral approach developed by USAID is more vital than ever.

Day 2: Framing an agenda for action

On October 26, a smaller group of fifty invitees from USAID, other donor agencies, and implementing organizations met to analyze the previous day's discussions and begin framing an agenda for responding to the crisis. Participants considered the following questions to generate categories and strategies for action:

- What is being done now to address the issues that have been raised about HIV/AIDS and girls' education, and what further actions are needed?
- What limitations must be converted to opportunities?
- How can we help create an environment that can engender the policies, garner the resources, and mobilize communities to support girls and girls' education and combat HIV/AIDS and its effects?

The responses fell into three general categories of actions that could be encouraged to help countries deal with HIV/AIDS—including those with low incidence—actions at the local level, actions at the country level, and actions that funding and implementing organizations could take (with some specific recommendations for USAID).

Actions at the local level

Items in this category support schools, families, and communities to be better informed and more engaged in addressing HIV/AIDS and its effects.

- Increase the number of community schools, recruit and train local women to become teachers, provide girls' scholarships, and upgrade the infrastructure of existing schools with such items as latrines (or separate latrines for girls) and security fences. Such actions tend not only to improve girls' enrollments but school quality as well. For out-of-school girls, including older girls and those who have dropped out due to pregnancy or other reasons, provide "second-chance" or other nonformal schooling opportunities.
- Ensure that basic education is not just about the traditional subjects of reading, writing, and arithmetic, but that a new subject—a fourth R, so to speak—of responsible behavior and risk reduction be added. Communities, as a result of strengthening their linkages to the schools through parent-teacher associations or village education committees, will mobilize to demand that teachers be trained to teach life skills that address the HIV/AIDS pandemic, including prevention approaches and caring strategies.
- Consider girls' education within the larger context of families, changes in family structure due to increased morbidity and mortality, and the effects of HIV/AIDS on family interaction and behavior. Three approaches in particular appear promising: the "intergenerational" approach that combines early childhood development, basic education, and lifelong adult learning programs; community-based initiatives, including mobilization, education, and fundraising activities; and programs to improve mothers' economic wellbeing.

- Other community-based actions may be taken outside of formal school systems as well; however, they must still be rooted within communities, and communities must be involved—indeed, they must be the starting point—in defining problems and formulating and implementing responses. This process could be enhanced by promoting innovative information, education, and communication plans to help spread awareness of education's ability to "protect" people from HIV/AIDS. Such messages might include, for example, the ideas that education: increases self-esteem (and the ability to resist pressure to engage in risky behavior); increases the amount and quality of information for sound decisionmaking; improves relations between the sexes; improves the status of teachers—and of female teachers in particular; and makes it easier to mobilize communities for change.

Actions at the national level

Items in this category support governments' ability to generate dialogue with their populations, initiate actions at local and regional levels, and plan and coordinate national efforts.

- Empower education ministries to make education systems more responsive to the needs created by the pandemic. Ministries should lead the efforts to integrate the addition of the new subject of responsible behavior and risk reduction in all aspects of the educational system—policy, planning, management information systems, research, curriculum development, and preservice and inservice teacher development. These new responsibilities and tasks must be priorities, given the urgent nature of the pandemic.
- Create local and national "alliances" composed of decisionmakers from government (national, regional, and local), business (including industry, commerce, and small business), media, religious, and NGO sectors. These alliances could propose and advocate solutions appropriate to the sociopolitical context, develop consensus on key messages, educate and mobilize communities, and raise funds. Especially in alliance-building activities—but in others as well—the assistance should aim to identify and strengthen the substantial existing human capacity that already exists. This approach, because it requires less intensive management and oversight, may convince more donors and lenders who have shunned small, community-based approaches to join the effort.
- Encourage a "cross-ministerial approach" to defining problems and developing action plans. Possible outcomes of such activity might include the publication of a guidebook that explains policies and programs that have proven effective, or the development of other "operationalizing" tools.

Actions for funding and technical implementation organizations

Items in this category support increased flexibility in the way donors conduct policy dialogue and manage and fund their programming.

- Donors and collaborating agencies should participate in debt-relief negotiations with highly-indebted poor countries, the drafting of sector investment strategies,

or the working group discussions that provide technical input into poverty-reduction strategy papers. They could, for example, negotiate a condition that ties the release of donor or lender funds to a country's increasing the amount or percentage of funding devoted to large-scale girls' education-HIV/AIDS interventions. This approach comes with two caveats. First, education ministries must not be urged to take on administrative or financial burdens that would prevent them from fulfilling their primary obligation to provide educational opportunities. Second, the HIV/AIDS epidemic is not entirely a ministry, donor, or implementing agency problem, and effective solutions will require commitments and actions from every level of society.

- Agencies should help develop a girls' education-HIV/AIDS "agenda" with NGOs for lobbying governments, donors, and lenders. Similarly, they should create a multisectoral task force in the United States composed of members of the health, education, business, and religious sectors, and government officials (from the Departments of Treasury, Labor, Agriculture, and State) to formulate a broad but coordinated plan. Such groups might be charged with encouraging colleagues and counterparts to develop action plans; educating these same groups on the impact of HIV/AIDS on nations' wellbeing; gathering and analyzing evidence to support the idea that girls' education is an effective tool in mitigating the HIV/AIDS crisis; and promoting the idea that girls' educational programs should be linked to or incorporated into HIV/AIDS activities.
- For USAID to better manage and implement its response, the agency's commitment to cross-sectoral and multisectoral approaches must be deepened and broadened. One way to do this would be to develop indicators that cut across the health, education, democracy and governance, economic growth, and agricultural sectors. USAID could also track funding of specific girls' education-HIV/AIDS activities as part of its monitoring and evaluation activities. Finally, the agency could form a group comprising members from the various sectors as well as an intersectoral group to consider approaches to girls' education and HIV/AIDS.
- USAID/Washington should expand cooperation with USAID missions that undertake the cross-sectoral approach, building on successes, when they occur, with targeted funding, technical assistance, and advocacy. For example, USAID/South Africa has allocated health funding to HIV/AIDS-related programs in economic growth and education, and in USAID/Zambia, health and education staff meet regularly to discuss and coordinate activities.

Agenda–Day 1

Girls' Education: A Key Intervention Against HIV/AIDS and Its Effects?
Wednesday, October 25, 2000
11:00 am–2:30 pm

Susie Clay *Education Officer, USAID Office of Women in Development*	Welcome
Katherine Blakeslee *Director, USAID Office of Women in Development*	Introduction
Barbara Turner *Acting Assistant Administrator, Bureau for Global Programs, Field Support, and Research*	Introduction to the Colloquium and USAID's purpose in convening the Colloquium
Hon. Edith Ssempala *Ambassador Extraordinary and Plenipotentiary of Uganda to the United States of America*	Keynote remarks
Ishrat Husain *Senior Technical Advisor on HIV/AIDS* *USAID Africa Bureau*	USAID HIV/AIDS initiatives
Barbara Turner	Moderator
Ray Chesterfield *Vice President, Juárez and Associates* Kjell Enge *Associate Professor of Anthropology* *Dickinson College*	HIV/AIDS: Measuring the impact on girls' education
May Rihani *Senior Vice President and Director of Gender and Development, The Academy for Educational Development*	HIV/AIDS: Mitigating the effects on girls and girls' education
Alan Whiteside *Professor and Director, The Health Economics and HIV/AIDS Research Division (HEARD)* *The University of Natal, Republic of South Africa*	Results of studies; commentary on social and economic dimensions of HIV/AIDS
Barbara Turner	Q&A
Susie Clay	Closing comments

Agenda–Day 2

Girls' Education: A Key Intervention Against HIV/AIDS and Its Effects?
Thursday, October 26, 2000
9:30 am–2:30 pm

Setting an Agenda

Susie Clay	Welcome, introductions
Alan Whiteside	Review of previous day
Small group sessions	• Information sharing on girls' HIV/AIDS status • Discussion of strategies for girls' education • Discussion of strategies for community mobilization
Large group session	Proposed next steps: • New collaborations and future actions
Susie Clay	Closing comments

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